

# **SCHOOL TURNAROUND IN TENNESSEE'S MOST CHALLENGED SCHOOLS**

1

## ***LEA INNOVATION ZONE & FY 2010 SCHOOL IMPROVEMENT GRANT APPLICATION***

**TENNESSEE DEPARTMENT OF EDUCATION**

**DECEMBER 8, 2011**

# Turnaround Is...

2

- About Face
- The Right People on the Bus
  - Leaders
  - Teachers
  - Staff
- Time with Students
- Adequate Financial Resources

# Turnaround is not...

3

- Checking the boxes
- A one-time solution
- Repackaging old initiatives/efforts
- Initiative/program of the month

# Turnaround Interventions

4

## Four Types Of Interventions Aligned with the Turnaround Principles

Enter the  
TDOE-run  
Achievement  
School District  
(ASD)

Enter an  
LEA-run  
“Innovation Zone”

Apply and be  
approved by TDOE  
to adopt one of  
four SIG  
turnaround models

Undergo  
LEA-led school  
improvement  
planning processes

# LEA Innovation Zone

5

Innovative, service-oriented model of support for the LEA's most challenged schools that will

- ✦ Implement innovation while conducting turnaround in Priority schools
- ✦ Create local and sustainable capacity to engage in meaningful turnaround in Priority schools
- ✦ Ensure close coordination and collaboration between the LEA and ASD
- ✦ Streamline supports from multiple district offices rather than creating additional bureaucracy
- ✦ Create a framework for low-performing schools based on opting into high-potential reforms
- ✦ Prioritize low-performing schools in not only talk, but action
- ✦ Ensure school and Lead Partner level authority to deliver results

# Establishing an Innovation Zone

6

- Propose and be approved by TDOE the number of schools an innovation zone can absorb each year.

Must be limited to the number of schools that can be managed effectively and comprehensively

# Requirements of the LEA

7

- ***Establish an Innovation Zone Office***
- ***Build Management Flexibility*** –
  - ✦ Hire Innovation Zone leader with authority to hire staff, including the principal/leader
  - ✦ Hire one full-time data analyst for the Innovation Zone office
- ***Provide Governing Autonomy*** – Under governance of Innovation Zone, allow schools autonomy over decisions
  - ✦ Financial
  - ✦ Staffing
  - ✦ Time allocation
- Direct link to and empowered by Director of Schools or superintendent for quick implementation of time-critical initiatives

# Requirements School Board of Education

8

- ***Provide Governing Autonomy:*** Pass policy, as necessary, to allow schools, under governance of the Innovation Zone office, to allow schools autonomy over decisions
  - ✦ Financial
  - ✦ Staffing
  - ✦ Time allocation
  - ✦ Direct link to and empowered by superintendent for quick implementation of time-critical initiatives



# Requirements of the Innovation Zone

9

- ***Foster Human Capital:***

- Attract talent from both inside and outside of the LEA by crafting incentives and favorable conditions
  - ✦ allow principals to build their own teams;
  - ✦ provide specialized training for principals;
  - ✦ develop clear recruitment incentives and selection criteria/processes for turnaround teachers;
  - ✦ performance contracts for teachers with hiring and dismissal flexibility
- Liaise with other partners working on developing human capital

# Requirements of the Innovation Zone

10

- ***Monitoring and Oversight: Directly oversee the Priority Schools absorbed by the Innovation Zone***
  - Hold schools accountable for student achievement based on data analysis; establishing and monitoring against goals, benchmarks, and timelines for student achievement
  - Hold LEA support services (e.g. transportation, budget, facilities) that serve Priority Schools accountable for effective and efficient delivery based on metrics the Innovation Zone will establish
  - Provide transparency and access to key stakeholders

# Requirements of the Innovation Zone

11

- ***Service-oriented support:*** *Organize as a comprehensive, service-oriented unit that can serve clusters of Priority schools (addressing feeder patterns within LEAs).*
  - Communicate with LEA to establish priority in delivery of support services (e.g. contracts, management, technology)
  - Secure direct access to the superintendent
  - Administer SIG and other grants
  - Pursue outside funding opportunities

# Requirements of the Innovation Zone

12

- ***Build management capacity:*** Hire (internally or externally) a leader for each school with the authority to hire his/her staff
- ***Provide Technical Assistance:*** Directly or through external partners (as decided and monitored by the Innovation Zone) to assist school strategic planning, stakeholder engagement, and execution of interventions

# Requirements of Priority Schools within the Innovation Zone

13

- ***Operate with Managerial Autonomy:*** school leadership will make decisions around financial, programmatic, staff and time allocation
- ***Accountability:*** school leadership will be held accountable on the managerial decisions that have been made based on the net impact on student achievement

# Requirements of TDOE

14

- ***Provide financial support:*** Federal and state funding for a priority school will be channeled directly to the LEA innovation zone for the priority schools that the innovation zone absorbs
- ***Provide management support:*** Dedicate state resources to LEA innovation zones
- ***Accountability:*** Monitor progress annually through AMOs and on-site visits by state officials

# Innovation Zone Questions ?

15

# LEA Turnaround Zone Resources

16

- Tennessee NCLB Flexibility Waiver Request, pp. 54-59.  
[http://tn.gov/education/doc/ESEA\\_Flexibility\\_Request.pdf](http://tn.gov/education/doc/ESEA_Flexibility_Request.pdf)
- School Turnaround Group, Mass Insight Education,  
<http://www.massinsight.org/>
- Louisiana Department of Education,  
[www.doe.state.la.us/division/schoolturnaround](http://www.doe.state.la.us/division/schoolturnaround)
- Center for Innovation and Improvement, <http://www.centerii.org/>



# School Improvement Grant

17

## **APPLICATION**

# Application Contents

## LEA Application

- I. General Information
- II. SIG Schools
- III. LEA Descriptive Information
- IV. School Level Descriptive Information

Appendix A: Tier I, II, III schools determined from the 2010-2011 list

Appendix B: Scoring Rubric

Appendix C: External Provider's Form

Appendix D: Budget Spreadsheet

Appendix E: Turnaround Model

Appendix F : Restart Model

Appendix G : Closure Model

Appendix H : Transformation Model

Appendix I Tier III - School Plan of Action

# Fy2010 SIG Application Timeline

19

May 20, 2011 – TDOE carryover waiver request to USED

Sept. 20, 2011 – USED approved waiver request

Oct. 17, 2011 – TDOE submitted revised FY 2010 SIG application submitted to USED for approval

Dec. 2, 2011 – USED approved application as draft, sent forward for official signatures.

December 15, 2011 – LEA submits a letter of intent to apply to TDOE

Jan. 23, 2012 – LEA application Draft 1, due to TDOE

Jan. 25 - Feb. 6, 2012 – Application review by independent reviewers team

Feb. 9-13, 2012 – TDOE provides reviewers' feedback to LEAs

Feb. 24, 2012 – LEA SIG Final Draft due to TDOE

Feb. 27, 2012– March 2 – Review of SIG application by independent reviewers

March 8, 2012 – SIG Interviews

March 31, 2012 – Grants awarded

March 2012 – Pre-implementation, if included in the grant

# SIG FUNDING FIRST PRIORITY = TIER I SCHOOLS

20

Tier I = Priority Schools as defined in the NCLB Flexibility Waiver

- Priority Schools – Bottom 5% of overall performance across tested grades and subjects
- Interventions for Priority Schools
  1. Placement in the Achievement School District (ASD)
  2. **Turnaround under the LEA Innovation Zone**
  3. **Turnaround through SIG**
  4. LEA-led school improvement planning processes, subject to direct ASD intervention in absence of improved results.

# Cohort 1, Tier III Schools Eligible as Tier I, Cohort 2

21

- A Cohort 1, Tier III school served with FY2009 SIG funds but identified as a Tier I in Cohort 2 may **not** continue to receive SIG funds as a Tier III.
- If the LEA wishes to continue SIG funding the school, it must apply for SIG funds through FY 2010 application as a Tier I school.
- A Cohort 1 Tier III school that is using SIG funds to implement one of the school intervention models beginning in school year 2010-2011 may continue to receive the FY 2009 SIG funds over the full three year grant period.

# FOUR SIG INTERVENTION MODELS

Turnaround

Restart

Closure

Transformation

# SIG Intervention Model Selection

23

- Analyze needs of each school
- Provide evidence of capacity to use SIG funds to provide adequate resources and related support to schools implementing required activities of the selected model.

*\*Districts that have nine or more Tier I and Tier II schools, including Cohort 1 schools, may not implement the transformation model in more than 50 percent of those schools.*

# RESTART Model Requirements

24

Restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected **through a rigorous review process.**

- A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.
- A rigorous review process could take such things into consideration as an applicant's team, track record, instructional program, model's theory of action, sustainability.
- As part of this model, a State must review the process the LEA will use/has used to select the partner.



# SCHOOL CLOSURE Model Requirements

25

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are **higher achieving**.

- These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.
- Office for Civil Rights Technical Assistance Module-  
- Struggling Schools and School Closure Issues: *An Overview of Civil Rights Considerations*

# TURNAROUND Model Requirements

26

## Teachers and Leaders

- Replace principal
- Grant principal operational flexibility to fully implement model
- Use locally adopted “turnaround” competencies to review and select staff for school (rehire no more than 50% of existing staff)
- Implement strategies to recruit, place and retain staff

## Instructional and Support Strategies

- Select and implement an instructional program based on student needs
- Provide ongoing, high quality, job-embedded PD designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

## Time and Support

- Provide *increased learning time*
  - Staff and all students
- Social-emotional and community-oriented services and supports

## Governance

- New governance structure
- Grant operating flexibility to school leader

# TRANSFORMATION Model

## Requirements

27

### Teachers and Leaders

- Replace principal
- Implement a rigorous, transparent, equitable evaluation system
- Identify and reward staff who are increasing student outcomes; support and then remove those who are not
- Implement strategies to recruit, place and retain staff

### Instructional and Support Strategies

- Select and implement an instructional program based on student needs
- Provide job-embedded professional development designed to build capacity and support staff
- Ensure continuous use of data to inform and differentiate instruction

### Time and Support

- Provide *increased learning time*
  - Staff and students
- Provide ongoing mechanism for community and family engagement
- Partner to provide social-emotional and community-oriented services and supports

### Governance

- Provide sufficient operating flexibility to implement reform
- Ensure ongoing technical assistance

# LEA Application

28

Choosing a model

- A. Comprehensive Needs Analysis
- B. LEA Capacity
- C. Lack of Capacity
- D. Preparation for Implementation of Interventions

# FISCAL TOPICS

29

- **Grant Awards**
  - Minimum award \$50,000 per year
  - Maximum award, \$2,000,000 per year
  - Funds are generated by the schools but awarded to the district
  - Districts may retain a portion of the SIG funds at the district level but use of funds is limited to SIG schools
- **Allowable Uses of School Improvement Funds**
  - Supplement not supplant
  - Reasonable, necessary, allocable
  - Directly supports the objectives of the grant

# Resources

30

- National Center on Time and Learning - <http://www.timeandlearning.org/>
- Center for Innovation and Improvement - <http://www.centerii.org/>
- Public Impact - <http://www.publicimpact.com/school-turnaround-success-strategies>
- Research-Based Educational Practices, Doing What Works - <http://dww.ed.gov/>
- What Works Clearinghouse - <http://ies.ed.gov/ncee/wwc/default.aspx>
- School Improvement Grant Guidance - [ed.gov](http://ed.gov)
- Center for Comprehensive School Reform and Improvement – <http://centerforcsri.org>

# Additional Resources

31

- School Turnaround Group, Mass Insight Education, <http://www.massinsight.org/>
- Louisiana Department of Education, [www.doe.state.la.us/division/schoolturnaround](http://www.doe.state.la.us/division/schoolturnaround)
- ESEA Flexibility Waiver Request - [http://tn.gov/education/doc/ESEA Flexibility Request.pdf](http://tn.gov/education/doc/ESEA_Flexibility_Request.pdf)

# Questions?

32



# Contacts

33

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